

# Learning Center Department

## Annual Unit Plan for Academic Year 2017-2018

October 2016

---

### Describe Department/Unit

#### Mission/Connection to College Mission

The Learning Assistance Center (LAC) aims to collaboratively provide a variety of learning support services for our students, traditional and distance, to promote and demonstrate learner success by teaching learning skills applicable to college environments and to future employment.

---

### Report on Improvements Made and Gaps Identified in the Prior Year

#### Student Equity

##### Access for 'not economically disadvantaged' - No gaps identified in the Learning Assistance Center

###### Population:

Socioeconomic Status: Not Economically Disadvantaged

###### Analysis and Plan:

The Learning Assistance Center (LAC) at Cerro Coso is a department that aims to support students in their academic endeavors. Courses offered through the LAC are non-credit courses such as, *Preparation for the GED Exam* and *Supervised Tutoring*. Of these courses gaps in access are negligible. After analysis of the equity populations and their success in courses for which they have received services (tutoring or math and writing labs), it turns out that in every instance students are either more successful than the general population or the numbers of students participating in services are so small that the data is insignificant.

A potential gap that could be mentioned spans across all equity groups and that is the fail rate of students receiving tutoring. In nearly every case, students are more successful when they receive services from the LAC; however, every equity group seems to have higher fail rates and lower withdraw rates. The reason for this is unknown.

The gap selected for this *Analysis and Plan for Improvement* step is *Not Economically Disadvantaged*. Oddly, this is the only group which is underrepresented in LAC programs (tutoring and math and writing labs)

The LAC will continue to build participation of all equity groups and will continually monitor for potential gaps in equity.

### Outcomes Assessment: Overall Report

#### Data Collection

Over the past year the Learning Assistance Center's data collection methods have evolved. Finding issue after issue the LAC has found solutions and continued its efforts to collect meaningful data from all LAC programs. That said, data for the first year is weak in some areas, but solutions have been put into place to correct the problems and begin collecting quality information in the coming semesters.

Looking Ahead:

#### Data collection at Tehachapi

The past year has been focused on honing data collection methods at existing LACs, but a new need for the LAC is a SARS kiosk at Tehachapi. A math lab was implemented in Fall 2016 and accurate data is just not being collected. Moving forward SARS would be an obvious method of collecting data so to put Tehachapi in line with the other sites.

### **Online tutoring appointment data**

Currently the LAC does not collect data regarding online tutoring appointments. Modifications to SARS will allow us to identify online sessions and differentiate them from on-ground appointments.

Looking back at our records we can see that there have been 13 students in the past year who have received online tutoring, though an accurate number of actual sessions cannot be concluded.

### **Math and Writing Labs**

The math and writing labs have been functioning for a year now and have seen great increases in student activity. To support the volume of students the labs, faculty hours have too been increased (Fall 2016). In addition, ESCC and KRV campuses have each implemented a math and writing lab (Spring 2016, Bishop and Mammoth; Fall 2016, KRV). And finally, EK Tehachapi implemented a math lab in Fall 2016.

Looking ahead:

Efforts were made to build lab visits into coursework within basic skills courses. The data collected in the Spring 2016 semester, though incomplete (including only the last month of the semester), did not show significant participation among basic skills students (the target population). Looking forward, a stronger effort will be made to engage this population, strategic schedule planning for labs and improved communication with basic skills faculty. Of the students who did visit the math and writing lab, higher success rates, lower fail rates, and reduced drop rates were evident.

### **Online Proctoring Service**

Distance Education has implemented Proctorio in Summer 2016. Proctorio is the state selected tool for the Online Education Initiative (OEI). By using Proctorio we not only provide a cost effective method for proctoring students outside of our service area, but also align ourselves to participate in the OEI. Few courses have adopted Proctorio in its first semester of use at Cerro Coso Community College, but we expect an increase as faculty move toward Canvas and on-ground proctoring fades away.

Looking ahead:

Understanding that not all students currently own a home computer, webcam, and or have internet access at home, it is essential that we have a testing center for students to take their Proctorio exams. We propose a 3 desk, partitioned space where students can drop in to take exams without an appointment. Clearly, processes for scheduling can and will be put into place given access issues become a problem.

### **Improve Feasibility of the Tutor Training Course**

Tutor Training has become a hybrid, 10-hour course. Students no longer pay for training; in contrast, they are paid for training as they would be for any other job. Students participate in tutor training both online, in Canvas, and in person during meetings that are constructed around student availability, this has made training tutors more enjoyable and better attended. Further, students are paid for their professional development, improving participation.

### **Marketing**

Getting information to students continues to be difficult, but with the LAC's migration to Canvas it has been greatly improved, at least for students in courses using Canvas. In the next year we expect to see great increases in student participation in LAC programs, especially online tutoring and online math and writing labs (still in planning). Deborah Gregory has graciously created posters for advertisement on campus.

In addition, installation of a large screen in the LRC lobby has created a great opportunity for sharing out events and other information. Sylvia Sotomayor has done tremendous work in creating engaging advertisements that present at key times in the day. This is an excellent addition to the other ways we communicate information to students.

### **Tehachapi - LRC Development**

Understanding the growth occurring at the Tehachapi site, the Learning Assistance Center intends to respond to a growing population by implementing student learning supports such as math and writing labs and peer tutoring. To break ground on an LAC we are requesting an increase of hours for the LAC Tech at KRV. An additional 8 hours would allow the employee to work in Tehachapi one day per week when she would schedule tutoring appointments, recruit new tutors, proctor exams, and advertise LAC programs. If the LAC is to begin developing an momentum on this site, this is surely the first step.

### **ESCC LACs**

During the Spring 2016 semester the Learning Assistance Centers at ESCC employed a second LAC faculty which allowed both of the LACs(Bishop and Mammoth) to remain open four days per week, compared to two days at Bishop and two Days at Mammoth. This experiment was funded using external donations and was intended to see whether the LACs would see an increase in usage given the addition time they were open.

## **Outcomes Assessment: Gaps Identified in Prior Year's Assessments**

### **Type:**

AUO

### **Target Missed/Gap Detected:**

The Learning Assistance Center has recently (Spring 2016) adopted AUOs. These AUOs are scheduled to be assessed in the Spring when the student satisfaction survey is distributed.

### **Type of Gap:**

Substantial or fundamental misunderstanding of assessment process.

### **Analysis and Plan:**

Assessment is scheduled for the Spring 2017.

## **Progress Made on Program Review**

### **The Learning Assistance Center**

#### **Year of Last Program Review:**

2016

#### **Progress in the last year on two-year strategies:**

Program review was completed in the Spring of this year, so we are looking at new 3-year strategies.

Strategies for the upcoming 3 years are as follow:

1. Improve the LAC's website and presentation of learning supports – simplify and improve aesthetically – improve accessibility
2. Develop mechanisms to evaluate AUOs
3. Identify data sets to be used semester over semester to create a consistent method of assessment of effectiveness
4. Assess EDUC COO5 (Preparation for the GED Exam) - SLOs and mechanisms for evaluation

Because the Learning Assistance Center completed program review in the Spring of 2016, little to no movement has been made on these new strategies.

### **Progress in the last year on five-year strategies:**

Program review was completed in the Spring of this year, so we are looking at new 6-year strategies.

Strategies for the upcoming 6 years are as follow:

1. Increase usage statistics of academic supports and AUO results year after year
2. Implement equitable programs across all Cerro Coso sites and online

## **Progress Made on Prior Year Initiatives**

### **Initiative #1 Devise a comprehensive plan for dealing with multiple issues facing Learning Support Success Centers at all campuses.**

It seems this has been addressed. A full -time faculty is in place at the LAC. A plan does not currently exist for a expansion of LAC programs, though one will be needed in the coming year for EK Tehachapi as it is growing and will need further learning supports.

### **Initiative 2- Continue to build tutoring options across the campuses**

1. Since this initiative the Learning Assistance Center (LAC) has implemented a hybrid, 10-hour tutor training program. Despite this improvement, the LAC still struggles to find tutors at the sites. At IWV we have maintained an adequate number of tutors to support demand.
2. To answer the need for a drop-in learning support we have implemented math and writing labs at all of the sites. This has taken the place of a tutor monitored lab setting. We have seen great success in getting students to visit and continue to see improved outcomes for students who visit the labs.
3. The Learning Assistance Center Coordinator facilitates tutor training at the sites when it is necessary or by using Cranium Cafe for distance training.
4. Not terribly certain I understand what this means
5. Training is designed to be 10 hours in length, 6 hours of live, synchronous class time.
6. Embedded tutors have not been implemented, nor have they been in the discussion in the past year.
7. Tutor training has become a paid training for all tutors. Online tutoring has become standard in training as of Fall 2016.
8. This has not been attempted.
9. Unsure what this means, exactly.

### **Initiative 3Continue to build a common data base upon which to make long term, short term plans, evaluate effectiveness and efficiency**

Not aware of the context for this initiative or the conversations that that led to this initiative, thus it has not been attempted.

---

## **Plan Initiatives for Next Year**

### **Initiatives for Next Academic Year**

#### **Streamline online services and expand online learner academic support**

**Action Plan:**

**Develop Canvas student and faculty pages to improve accessibility and functionality of online services (tutoring and math and writing labs)**

**Measure of Success:**

- o Improved participation in online student services
- o Increased online tutoring
- o Math and writing labs implemented online
- o Increased page visits as measured by Canvas analytics

Person Responsible:

**Tyson Huffman, Learning Assistance Center Coordinator**

It directly addresses a college Strategic Goal or Objective

**[SG1] Increase Student Engagement**

- Identify online tutoring and proctoring services

**Refine management and organization of the Learning Assistance Center**

Action Plan:

- o Develop schedule for strategic planning of math and writing labs hours of operation
- o Coordinate with basic skills faculty to increase usage of labs
- o Diversify subjects offered in labs
- o Explore options for creating defined spaces for math and writing labs
- o Establish funding to support 26 hours/week for ESCC faculty
- o Begin laying foundation for an LAC in Tehachapi

Measure of Success:

- o Increased student participation at all sites
- o Higher student success rates in students engaged in math and writing labs than the general population

Person Responsible:

**Tyson Huffman, Learning Assistance Center Coordinator**

It directly addresses a college Strategic Goal or Objective

## **[SG2] Advance Student Equity Measures**

- o Narrow gaps in performance by under-represented groups**
- o Improve success rates for DSPS and EOPS students, particularly in basic skills**

### **Scale up athletics study hall to support student athlete population**

#### **Action Plan:**

- o Provide math and writing lab hours during study hall times**
- o Improve data collection methods**

#### **Measure of Success:**

- o Increased participation in math and writing labs**
- o Increased semester over semester course performance within the student athlete population.**

#### **Person Responsible:**

**Tyson Huffman, Learning Assistance Center**

**It addresses a gap in student equity**

### **Explore options for providing GED Exams to the Kern River Valley and Tehachapi**

#### **Action Plan:**

**Explore possible solutions for providing the GED exam to students living in the Lake Isabella area and Tehachapi. Currently, students are forced to travel to Bakersfield or to Ridgecrest to take the GED exam. Further, because the exam is split into 4 parts, the student would have to travel on multiple occasions to take each part. In addition to GED exams, sites that are trained to proctor PearsonVue tests are eligible to offer numerous other certification exams to the community, Kern River Valley being a community that could benefit from the addition.**

- o Assess PearsonVue's requirements for a developing a test site**
- o Decide on potential test proctors**
- o Analyse potential times PearsonVue would operate**

#### **Measure of Success:**

**Either an implementation plan is put into place or it is determined that developing a new PearsonVue exam site is not a possibility.**

Person Responsible:

**Tyson Huffman, Learning Assistance Center Coordinator**

It addresses a gap in student equity

The GED exam is currently offered in Ridgecrest, Bishop, and Mammoth; however, Lake Isabella and Tehachapi must travel to take their GED exam. This is a gap in equitable services across sites. In addition to supporting students, this service is considered a community service and would support these small communities. Further, offering PearsonVue exams could generate a small amount of revenue for these campuses.

---

## Evaluate Resource Needs

### Facilities

- Understanding that not all students own a home computer, webcam, and or have internet access at home, it is essential that we have a testing center for students to take their Proctorio exams. We propose a 3 desk, partitioned space where students can drop in to take exams without an appointment. Clearly, processes for scheduling can and will be put into place given access issues become a problem.
  - Large dividers to create a space for 3 Proctorio testing stations (partitions between each computer)
  - 3 computer desks
  - 3 computer chairs

### Information Technology

- 3 computers for Proctorio Testing Center
- Noise cancelling headphones for proctoring stations
- Barcode scanners for SARS kiosks x2
- Laptop for LAC Coordinator - mobile and working with sensitive student data frequently

### Marketing

None needed at this time

### Professional Development

---

## Staffing Requests

### 1000 Category - Certificated Positions

Location:

**Justification:**

## **2000 Category - Classified Staff**

**Location:**

**Salary Grade:**

**Number of Months:**

**Number of Hours per Week:**

**Salary Amount:**

**Justification:**